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Journeys

Language

Including:

Initial Assessment
Introducing the Culminating Task
Developing Research Skills
Journal Writing
Developing Map Skills
The Letter
Completing the Journey (Journal, Research)
The Sharing Fair
Journey Celebration (Optional)

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A Unit for Grade 5

Written by:

Sharon Thur, Sonia Zanette, Mike Arsenault (Project Leader)

Length of Unit: approximately: 25.3 hours

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A Unit for Grade 5
Written by:

Sharon Thur, Sonia Zanette, Mike Arsenault (Project Leader)

Algonquin Lakeshore Catholic District School Board

Based on a unit by:

Sharon Thur, Sonia Zanette, Mike Arsenault (Project Leader)

Algonquin Lakeshore Catholic District School Board

This unit was written using the Curriculum Unit Planner, 1999-2001, which was developed in the province of Ontario by the Ministry of Education. The Planner provides electronic templates and resources to develop and share units to help implement the Ontario curriculum. This unit reflects the views of the developers of the unit and is not necessarily those of the Ministry of Education. Permission is given to reproduce this unit for any non-profit educational purpose. Teachers are encouraged to copy, edit, and adapt this unit for educational purposes. Any reference in this unit to particular commercial resources, learning materials, equipment, or technology does not reflect any official endorsements by the Ministry of Education, school boards, or associations that supported the production of this unit.

Task Context

Students embark on a journey in which they become aware of early civilizations. Through this journey, students develop a respect for and an understanding of the diversity of the world's peoples and cultures. Their experiences provide opportunities for self-reflection.

Students read, write, and use visual and oral communication skills. They organize information and use simple, compound, and complex sentences in well-developed paragraphs. They produce pieces of writing, using a variety of forms, e.g., journals and letters. Students develop oral presentation skills through individual and small group activities. They learn how to use research skills (formulating questions, locating information, and comparing information from a variety of sources) and how to read and construct maps.

It is suggested that this unit be done in conjunction with the Grade 5 Social Studies strand - Early Civilizations.

Catholic Graduate Expectations
CGE 2b - Catholic Graduate Expectation - An Effective Communicator: Reads, understands and uses written materials effectively.

CGE 2c - Catholic Graduate Expectation - An Effective Communicator: Presents information and ideas clearly and honestly and with sensitivity to others.

CGE 3c - Catholic Graduate Expectation - A Reflective and Creative Thinker: Thinks reflectively and creatively to evaluate situations and solve problems.

CGE 7f - Catholic Graduate Expectation - A Responsible Citizen: Respects and affirms the diversity and interdependence of the world's peoples and cultures.

Task Summary

Students work on several forms of writing; their writing activites culminate in an oral/visual class presentation. Through their journeys, students develop respect, insight, and understanding of the impact of past civilizations on the world's peoples and cultures.

Students are introduced to/review research skills and apply the skills to gather data about early civilizations. Students also review mapping skills and then participate in activities to reinforce learning. They practise journal writing. Students also review the format for letter writing and practise this skill. These skills are used by students to complete their culminating task.

Students communicate their ideas and information gathered from research in a sharing fair (the culminating task). Each student creates a presentation using written materials effectively and presents his/her materials in a clear, concise, and appropriate manner.

Culminating Task Assessment

In the culminating task, students give oral and visual presentations of their journeys to the teacher and their peers. Using journal entries, letters, and maps, students give a detailed overview of the people and places encountered on their journeys. They decide on a format, e.g., display board, to present their information. Rubrics, self- /peer assessments, and checklists are used in assessment.

Catholic Graduate Expectations
CGE 2b - Catholic Graduate Expectation - An Effective Communicator: Reads, understands and uses written materials effectively.

CGE 2c - Catholic Graduate Expectation - An Effective Communicator: Presents information and ideas clearly and honestly and with sensitivity to others.

CGE 3c - Catholic Graduate Expectation - A Reflective and Creative Thinker: Thinks reflectively and creatively to evaluate situations and solve problems.

CGE 7f - Catholic Graduate Expectation - A Responsible Citizen: Respects and affirms the diversity and interdependence of the world's peoples and cultures.

Links to Prior Knowledge

Students should have prior knowledge of:
- writing conventions, e.g., grammar, spelling, and punctuation;
- simple and compound sentences;
- paragraph writing, e.g., introduction, body, and conclusion;
- proper form for paragraphs, e.g., indentation, spacing, and margins;
- cursive writing;
- some research skills;
- different forms of writing;
- the stages of the writing process;
- revising and editing their work with feedback from their peers;
- proofreading and correcting final drafts;
- presenting information to peers in a focused and organized form;
- listening to others and staying on topic;
- appropriate strategies to organize and carry out projects.

Considerations

Notes to Teacher

This Elementary Curriculum Unit has been written by a team of teachers for use by other teachers. It represents the approach they took to help students achieve the knowledge and skills described in the curriculum expectations. It is expected that teachers delivering the unit will use their professional judgment in tailoring the teaching/learning to meet the needs and interests of their students and their communities. Teachers may choose to use all or part of the unit, use additional or different resources, develop additional subtasks, and/or use these units as a stimulus to develop their own units.

The times provided by the writers for the unit and each subtask are only approximations. Teachers should adjust the task times in consideration of the needs and interests of their students and the organization of program in their school.

Each unit subtask contains strategies for teaching/learning and assessment, as well as assessment recording devices. Teachers may wish to adjust strategies based on their particular situations. Where strategies are changed, corresponding changes must be made to assessment recording devices.

Some activities in the unit may require written communication with parents and guardians to provide information, receive permission or request assistance. Teachers must follow school and board policies and procedures when communicating with parents and guardians.

This unit requires students to use the Internet. Teachers must ensure that students know and follow board and school policies related to Internet use.

The teacher reviews research skills with the class. The students use a library to access materials and need the knowledge of how to find appropriate materials. Using the Internet to search current information will also be a focus. Students need to learn how to search for information and bookmark useful sites.

The URLs for the websites were verified by the writers prior to publication. Given the frequency with which these

designations change, teachers should always verify the websites prior to assigning them for student use.

As part of the unit, students maintain a journal in which they reflect on their learning. In Subtask 4, students learn about writing journals in the context of a person visiting the civilization they have researched.

Adaptations
Adaptations include adjustments for exceptional pupils, students with special education needs, and/or ESL/ELD students. Teachers should consult students' Individual Educational Plans (IEP) for specific directions on required accommodations and/or modifications. Use the Teacher Companion (see Ontario Curriculum Unit Planner) to browse, copy, or bookmark Special Education and ESL/ELD strategies.

Suggested accommodations:
- Allow for time extensions for completion of tasks;
- Ensure understanding of expectations and provide examples where necessary;
- Repeat information;
- Conference, both formally and informally;
- Use a variety of presentation strategies, e.g., visual, oral, and written;
- Reduce the amount of work assigned depending on the nature of the assignment;
- Allow peer assistance or grouping as required;
- Teach students strategies to help them to organize their work, e.g., notes, researched material.

Extensions
The teacher could create new lessons revolving around how to read schedules, e.g., plane, train, and bus schedules. This could help enhance students' work with respect to Subtask 8 when on their journey.

Journeys

Language A Unit for Grade 5

1 Initial Assessment

This subtask provides students with opportunities to examine their prior knowledge regarding the writing process. Students review the writing process. They engage in a variety of activities associated with the steps in paragraph writing to present ideas effectively, clearly, honestly, and with sensitivity to others.

Through discussion, with teacher prompting, students brainstorm ideas for paragraph writing, drawing ideas from the Grade 5 Social Studies strand: Early Civilizations. Students choose a topic and write a paragraph which includes a title, a topic sentence, supporting details, and a closing sentence. Students read and share their completed paragraphs with a small group of peers.

Catholic Graduate Expectations
CGE 2b - Catholic Graduate Expectation - An Effective Communicator: Reads, understands and uses written materials effectively.

CGE 2c - Catholic Graduate Expectation - An Effective Communicator: Presents information and ideas clearly and honestly and with sensitivity to others.

2 Introducing the Culminating Task

The culminating task is introduced to students. Students are given the criteria for completing their "journey" projects and their oral and visual presentations. A discussion takes place to answer questions and clarify expectations. Students are actively involved in determining the content for a rubric and the criteria for each of the four levels.

Throughout their journeys, students reflect on being a responsible citizen. They develop an understanding of, and respect for how early civilizations have affected modern society and cultures. This journey provides students with opportunities to further develop and grow in faith and understanding of the world.

3 Developing Research Skills

Students review research skills and work with a partner to complete a research activity, using non-fiction books and reference material, e.g., encyclopedias, texts, websites, etc., to locate specific information. Students use highlighting, jot notes, and summarizing techniques to record information, and they draw on their time and resource management skills to complete assigned tasks.

Catholic Graduate Expectations
CGE 2b - Catholic Graduate Expectation - An Effective Communicator: Reads, understands and uses written materials effectively.

CGE 3e - Catholic Graduate Expectation - A Reflective and Creative Thinker: Adopts a holistic approach to life by integrating learning from various subject areas and experience.

CGE 5g - Catholic Graduate Expectation - A Collaborative Contributor: Achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others.

CGE 4f - Catholic Graduate Expectation - A Self-Directed, Responsible, Lifelong Learner : Applies effective communication, decision-making, problem- solving, time and resource management skills.

4 Journal Writing

Students review the components of journals to assist them with the culminating task. Students are given time to prepare their personal entries. In their diaries and journals, students reflect on their uniqueness and describe their journey of growth as a Catholic learner.

Catholic Graduate Expectations
CGE 2d - Catholic Graduate Expectation - An Effective Communicator: Writes and speaks fluently one or both of Canada's official languages.

CGE 3e - Catholic Graduate Expectation - A Reflective and Creative Thinker: Adopts a holistic approach to life by integrating learning from various subject areas and experience.

5 Developing Map Skills

Students review, further develop, and apply map skills to help them prepare for the culminating task. As a class, students answer questions regarding map skills and participate in paper-pencil activities to reinforce mapping skills.

Catholic Graduate Expectations
CGE 2b - Catholic Graduate Expectation - An Effective Communicator: Reads, understands and uses written materials effectively.

6 The Letter

During this activity, students examine the format used for letter writing. In a teacher-led discussion, students discuss the general characteristics of formal and informal letters. Students then practise writing a formal letter. The letter-writing skills developed and practised in this subtask and the subject of the letter used will support students in the culminating task.

Catholic Graduate Expectations
CGE 2b - Catholic Graduate Expectation - An Effective Communicator: Reads, understands and uses written materials effectively.

CGE 2c - Catholic Graduate Expectation - An Effective Communicator: Presents information and ideas clearly and honestly and with sensitivity to others.

CGE 7e - Catholic Graduate Expectation - A Responsible Citizen: Witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society.

CGE 3f - Catholic Graduate Expectation - A Reflective and Creative Thinker: Examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.

7 Completing the Journey (Journal, Research)

Students continue to research, write, and create the materials that form their presentation in the culminating task. They plan the presentation that tells the story of their researched civilization. This work provides an opportunity for students to learn about and develop respect for the traditions, religious values, and cultures of other people, and how the world can embrace diversity. In their journey of life and faith, they are invited to grow in understanding about the needs and values of others.

Catholic Graduate Expectations
CGE 1h - Catholic Graduate Expectation - A Discerning Believer: Respects the faith traditions, world religions and the life-journeys of all people of good will.

CGE 2c - Catholic Graduate Expectation - An Effective Communicator: Presents information and ideas clearly and honestly and with sensitivity to others.

CGE 3e - Catholic Graduate Expectation - A Reflective and Creative Thinker: Adopts a holistic approach to life by integrating learning from various subject areas and experience.

CGE 3f - Catholic Graduate Expectation - A Reflective and Creative Thinker: Examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.

CGE 7f - Catholic Graduate Expectation - A Responsible Citizen: Respects and affirms the diversity and interdependence of the world's peoples and cultures.

8 The Sharing Fair

In the culminating task, students give oral and visual presentations of their journeys to the teacher and their peers. Using journal entries, letters, and maps, students give a detailed overview of the people and places encountered on their journeys. They decide on a format, e.g., display board, to present their information. Rubrics, self- /peer assessments, and checklists are used in assessment.

Catholic Graduate Expectations
CGE 2b - Catholic Graduate Expectation - An Effective Communicator: Reads, understands and uses written materials effectively.

CGE 2c - Catholic Graduate Expectation - An Effective Communicator: Presents information and ideas clearly and honestly and with sensitivity to others.

CGE 3c - Catholic Graduate Expectation - A Reflective and Creative Thinker: Thinks reflectively and creatively to evaluate situations and solve problems.

CGE 7f - Catholic Graduate Expectation - A Responsible Citizen: Respects and affirms the diversity and interdependence of the world's peoples and cultures.

9 Journey Celebration (Optional)

Students celebrate their journey through a prayer service. Afterwards, students may wish to continue the celebration by sharing with their classmates different types of food that they researched along their journey.

Students may also share their journey with the rest of the school. In doing this, they might need to display their work in the gym, so that everyone can celebrate the work of students on their journeys home.

Catholic Graduate Expectations

CGE 1g - Catholic Graduate Expectation - A Discerning Believer: Understands that one's purpose or call in life comes from God and strives to discern and live out this call throughout life's journey.

CGE 2c - Catholic Graduate Expectation - An Effective Communicator: Presents information and ideas clearly and honestly and with sensitivity to others.

CGE 7f - Catholic Graduate Expectation - A Responsible Citizen: Respects and affirms the diversity and interdependence of the world's peoples and cultures.

Description

This subtask provides students with opportunities to examine their prior knowledge regarding the writing process. Students review the writing process. They engage in a variety of activities associated with the steps in paragraph writing to present ideas effectively, clearly, honestly, and with sensitivity to others.

Through discussion, with teacher prompting, students brainstorm ideas for paragraph writing, drawing ideas from the Grade 5 Social Studies strand: Early Civilizations. Students choose a topic and write a paragraph which includes a title, a topic sentence, supporting details, and a closing sentence. Students read and share their completed paragraphs with a small group of peers.

Catholic Graduate Expectations
CGE 2b - Catholic Graduate Expectation - An Effective Communicator: Reads, understands and uses written materials effectively.

CGE 2c - Catholic Graduate Expectation - An Effective Communicator: Presents information and ideas clearly and honestly and with sensitivity to others.

Expectations

5e3 A	• organize information to convey a central idea, using well-developed paragraphs that focus on a main idea and give some relevant supporting details;
5z4	– identify major early civilizations (e.g., Mediterranean, African, Asian, Central/South American);

Groupings
Students Working As A Whole Class
Students Working Individually
Students Working In Pairs

Teaching / Learning Strategies
Brainstorming
Writing Process

Assessment
The teacher reviews the students' paragraphs for completion and for evidence of writing process (BLM 1.3).

Assessment Strategies
Classroom Presentation

Assessment Recording Devices
Checklist

Teaching / Learning

1. Explain to students that they will be participating in writing activities that follow the stages of the writing process. The teacher involves students in creating a list of the stages involved in the writing process. The following stages (or another version already familiar to students) should be posted in chart form in the classroom for student reference:

Step 1: Prewriting Stage - Decide what to write about and create webs or clusters for the recording of ideas.

Step 2: First Draft - Begin recording ideas in written form, with an emphasis on the content, not the writing conventions, e.g., spelling, grammar, etc.

Step 3: Revising Stage - Expand ideas and clarify details, e.g., add details, cut unnecessary details, and reorder ideas for clarity.

Step 4: Editing and Proofreading Stage - Read aloud, check punctuation and grammar, underline or circle uncertain spellings, and use a dictionary to correct spelling.

Step 5: Publish Work - Produce a final, polished piece of writing for publishing.

2. The teacher invites students to describe what makes a good paragraph. Record students' ideas on chart paper, the board, or on an overhead. The teacher uses the paragraph, The Trip, on an overhead and asks in what ways this is an example of a good paragraph.

Title: The Trip
Topic Sentence: Our class went on a trip.
Specific Details:
- Our group chose the exhibit on early Mayan culture.
- We had a choice of seeing civilizations from the Mediterranean, Africa, Asia, Central America, or South America.
- My teacher told us we only had time for two exhibits so we had to choose.
- It is cold outside today.
- I liked the displays of the charts and maps used by the early Mayan culture.
- There were exhibits on jewellery, pottery, building technology, and clothing.
- We went to a museum.
- John hurt his finger on the trip.

Closing Sentence: The trip was great fun.

The teacher discusses the strengths and weaknesses of the sample paragraph with the class.

3. The teacher explains that students are to reorder the specific-detail sentences in the sample paragraph, The Roman Family (BLM 1.1) into a logical and sequential paragraph. The teacher recreates the paragraph with the class to clarify understandings.

4. Through discussion, with teacher prompting, students brainstorm topics and ideas for their paragraph writing, e.g., who, what, how, etc., or are given a choice of paragraph topics pertaining to early civilizations in order to independently write their own paragraph (BLM 1.2). Students apply the components for paragraph writing and use the steps outlined in the writing process to develop a polished piece of writing.

Students share their finished work by reading it to a group of students.

Adaptations

Resources

BLM 1.1 Paragraph Organization	BLM_1.1_ParagraphSample_S.cwk
BLM 1.3 Paragraph Checklist	BLM_1.3_Para_Checklist_T.cwk
BLM 1.2 Student Paragraph Writing	BLM_1.2_IndepentPara_S.cwk
Writing Process Chart	1
Lined Paper	1

Notes to Teacher

Points that need to be addressed, if they do not come from student responses, include:
- Each paragraph has a beginning, middle, and end.
- The beginning sentence of a paragraph is called a topic sentence.
- The topic sentence identifies what the paragraph is about.
- The middle sentences of a paragraph give supporting details that tell more about the topic sentence.
- A concluding or closing sentence is used to remind the reader what the topic is and what it means.
- Effective writing helps clarify ideas.
- Honesty and sensitivity to others is a constant guideline in written work.

Teacher Reflections

Description

The culminating task is introduced to students. Students are given the criteria for completing their "journey" projects and their oral and visual presentations. A discussion takes place to answer questions and clarify expectations. Students are actively involved in determining the content for a rubric and the criteria for each of the four levels.

Throughout their journeys, students reflect on being a responsible citizen. They develop an understanding of, and respect for how early civilizations have affected modern society and cultures. This journey provides students with opportunities to further develop and grow in faith and understanding of the world.

Expectations

5e61 – contribute ideas to help solve problems, and listen and respond constructively to the ideas of others when working in a group;

5z4 – identify major early civilizations (e.g., Mediterranean, African, Asian, Central/South American);

5z22 – map the locations of early Mediterranean, African, Asian, and Central/South American civilizations;

Groupings

Students Working As A Whole Class
Students Working In Small Groups

Teaching / Learning Strategies

Brainstorming

Assessment

Assessment Strategies

Observation

Assessment Recording Devices

Checklist

Teaching / Learning

1. Divide the class into small groups. Ask each group to answer the following question:
If you were to discuss what makes a person a Canadian, what kinds of things would you talk about?

Students brainstorm and record their ideas in a mindmap (pictures, words, and symbols). Record their ideas on a class chart as students categorize the information under appropriate headings, e.g., languages spoken, government, food, clothing, weather, customs, etc.

2. Introduce students to the culminating task:
Students are to go back in time and journey through an ancient civilization on another continent.

The areas of the world relate to the early civilizations that are studied in the Social Studies unit, Early Civilizations, i.e., South and Central America, Africa, Asia, and the Mediterranean.

As students visit other areas of the world, they research aspects of culture. Students research and record information using jot notes. Later they write journal entries in role as a character visiting an early civilization.

Discuss with students that as they work, they will find commonalties and differences between today's Canadian culture and the ancient culture they are researching. Differences are to be respected and affirmed. Invite students to look for evidence in the research of the effects of their chosen civilization on other cultures.

Students are responsible for writing a letter home to a family member or friend, comparing/contrasting aspects of Canada to the civilization they are visiting. They include a map of their routes which identifies the location of the ancient civilization they are researching.

In the culminating task, each student prepares an oral presentation to the class, which includes the above

components.

3. Distribute BLM 2.1 to students:
Once students are familiar with the expectations for the assignment, discuss with the class a culminating task rubric that will be used as an assessment tool. Two sample rubrics that could be used as a basis for this activity are provided in Subtask 8, the culminating task. One focuses on the presentation and the other on the writing that makes up the culminating task.

Discuss the criteria and level descriptors as a class, and come to consensus on the rubric that will be used for the culminating task.

Also, as a class, create a timeline for the completion of the various components of the Journey presentations.

Students should be given time to choose the civilization that they will be visiting. They should record the name of the civilization and the reasons why they chose this civilization.

Adaptations

Resources

BLM 2.1 The Journey Assignment BLM_2.1_Journey_Criteria_S.cwk

Notes to Teacher

Teacher Reflections

Description

Students review research skills and work with a partner to complete a research activity, using non-fiction books and reference material, e.g., encyclopedias, texts, websites, etc., to locate specific information. Students use highlighting, jot notes, and summarizing techniques to record information, and they draw on their time and resource management skills to complete assigned tasks.

Catholic Graduate Expectations
CGE 2b - Catholic Graduate Expectation - An Effective Communicator: Reads, understands and uses written materials effectively.

CGE 3e - Catholic Graduate Expectation - A Reflective and Creative Thinker: Adopts a holistic approach to life by integrating learning from various subject areas and experience.

CGE 5g - Catholic Graduate Expectation - A Collaborative Contributor: Achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others.

CGE 4f - Catholic Graduate Expectation - A Self-Directed, Responsible, Lifelong Learner : Applies effective communication, decision-making, problem- solving, time and resource management skills.

Expectations

5e22	• read a variety of fiction and non-fiction materials (e.g., novels, short stories, biographies, editorials) for different purposes;
5e34 A	– use research skills (e.g., formulate questions, locate information, compare information from a variety of sources);
5e36	– use their knowledge of the characteristics of different forms of writing to help them select the appropriate materials for a specific purpose (e.g, short story, article in a reference book);
5e44	– locate and interpret information, using various conventions of formal texts (e.g., index, maps, charts, lists, pictures, illustrative figures).
5e46	• ask and answer questions on a variety of topics to acquire and clarify information;
5e45 A	• communicate information, explain a variety of ideas and procedures, and follow the teacher's instructions;
5e49 A	• contribute and work constructively in groups;

Groupings

Students Working As A Whole Class
Students Working In Pairs

Teaching / Learning Strategies

Research Process
Note-making

Assessment

This subtask provides students with formative assessment in research technique, non-fiction writing, and oral presentation. The teacher comments on what was done well and where further development is required. Use BLM 3.4 Anecdotal Record to record observations about each student's use of research skills. Through oral presentations, the teacher assesses the presentation of each individual's researched material. Use BLM 3.5 Research Presentation to record students' achievement in their presentations.

Assessment Strategies

Observation
Classroom Presentation

Assessment Recording Devices

Anecdotal Record
Rating Scale

Teaching / Learning

This task requires students to use the Internet. Teachers must ensure that students know and follow board and school policies related to Internet use.

1. Students list the different sources that can be used to gather specific information for research. The teacher records their responses and adds any of the following if they are not included in the general list:
- encyclopedias
- non-fiction books
- journals, magazines, and newspapers
- atlases
- audio/visual materials
- electronic, on-line resources, CD-ROMs

Students need time to find and collect resources specific to their chosen civilization.

2. Once appropriate reference material has been located, demonstrate for students how to use key research words and view the index in a book to quickly ascertain whether suitable information is available in the book.

Review with students how to use an encyclopedia. Students are given an activity sheet (BLM 3.1) to assess their understanding of what information an encyclopedia can supply.

3. For instruction in electronic research, a computer lab is very useful, if available. If a lab is not available, then the use of a projector or an aver key (a device used to link a computer to a large television for computer demonstrations to a class) would also be effective.

Review with students the computer skills necessary for effective research, e.g., use of specific terminology, rather than general, when using a Web search engine; use of links; use of the back/forward buttons; bookmarking favourite sites. It is important that students understand that almost anyone can put information on the Web and that the information is not always edited or checked for correct facts. Show an example of a site that has incorrect or outdated information on it.

Explain the Mini Internet Research Assignment (BLM 3.2).

Review with students the steps in processing information, e.g., highlighting important information, using jot notes, and summarizing information. Choose sample text from a reference book and discuss with students which information they feel is pertinent and which information is unnecessary. Demonstrate the use of a highlighter to quickly select appropriate information. Emphasize to students that they are gathering ideas, not sentences and paragraphs that they could use. In the next step of the research cycle, students organize the ideas they have collected and put the information in their own words.

Students may need a review lesson on the correct way to cite sources used when researching. Provide examples of resources such as non-fiction books, encyclopedias, magazines, publications, websites. Through a problem-solving approach, elicit the proper notations for listing the various types of resources. Provide students with a copy of BLM 3.3 for reference.

4. Students then apply the research skills reviewed. Students research one of the topics on BLM 2.1. Students use a variety of non-fiction reference materials, e.g., encyclopedias, atlases, texts, journals, magazines, newspapers, and Web search engines, to locate specific information, correctly citing all sources used. Students should seek out what is unique and what gives the civilization its identity.

The teacher uses BLM 3.4 to record observations of students' ability to apply the research skills outlined. Students are expected to use highlighting, jot notes, and summarizing techniques to record information. Students are expected to list the specific resources they used at the end of each activity.

Upon completion, students present the researched information to a small group in an oral presentation. This allows students to practise their oral presentation skills prior to the sharing fair at the end of the unit. Review the required

skills for the presentation, provided in BLM 3.5. This rating scale is used to assess students' oral presentations.

Have students reflect upon the research process in their on-going classroom journal.

Adaptations

Resources

BLM 3.2 Mini Internet Research Assignment	BLM_3.2_InternetResearch_S.cwk
BLM 3.4 Observation Anecdotal Record	BLM_3.4_AncedotalRecorder_T.cwk
BLM 3.5 Research Presentation	BLM_3.5_ResearchPresRtScl_T.cwk
BLM 3.3 Works Cited	BLM_3.3_CitedResources.cwk
BLM 3.1 Encyclopedia	BLM_3.1_Encyclopedia_S.cwk

- **1998 Canadian and World Encyclopaedia**
- **Encyclopedia Britannica**
- **Encyclopedia World Book**
- **Non-fiction Books related to topic**
- **Toronto Star**
- **Ottawa Citizen**
- **Local Newspaper**
- **OWL Magazine**
- **National Geographic**
- **Yahooligans.com**
- **AskJeeves**
- **CIA World Factbook**
- **Countries at Yahooligans**
- **Factbook at Yahooligans**
- **Aver Key or Computer Lab**

Notes to Teacher

Teacher Reflections

Description

Students review the components of journals to assist them with the culminating task. Students are given time to prepare their personal entries. In their diaries and journals, students reflect on their uniqueness and describe their journey of growth as a Catholic learner.

Catholic Graduate Expectations
CGE 2d - Catholic Graduate Expectation - An Effective Communicator: Writes and speaks fluently one or both of Canada's official languages.

CGE 3e - Catholic Graduate Expectation - A Reflective and Creative Thinker: Adopts a holistic approach to life by integrating learning from various subject areas and experience.

Expectations

5e1	• communicate ideas and information for a variety of purposes (e.g., to present and support a viewpoint) and to specific audiences (e.g., write a letter to a newspaper stating and justifying their position on an issue in the news);
5e3 A	• organize information to convey a central idea, using well-developed paragraphs that focus on a main idea and give some relevant supporting details;
5e22	• read a variety of fiction and non-fiction materials (e.g., novels, short stories, biographies, editorials) for different purposes;
5e41 A	– use a dictionary and a thesaurus to expand their vocabulary;
5e10 A	• use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (see below).
5e12	– use noun-pronoun agreement correctly;
5e14	– use correct punctuation in final drafts;
5e17	– use a variety of resources to confirm spelling (e.g., dictionary, CD-ROM);

Groupings

Students Working As A Whole Class
Students Working Individually

Teaching / Learning Strategies

Discussion
Response Journal
Reflection
Writing Process

Assessment

Use BLM 4.1 Journal Checklist to record whether students are able to demonstrate the completion of required elements of the journal activities. The assessment of the journals from this task is formative assessment. Students need feedback on what next steps are required to improve performance.

Assessment Strategies

Questions And Answers (oral)
Response Journal

Assessment Recording Devices

Checklist

Teaching / Learning

1. The teacher provides some samples of journals so that students can examine the different characteristics that these forms of writing encompass. Discuss what is written in a journal and the format used.

Students then listen to or read excerpts from one or more journals. Help students see that each journal is the real life record of a girl's or boy's thoughts, feelings, and experiences over a particular time period.

As the excerpts are read, students note personal details that the writer includes in his/her journal.
After reading a few of the excerpts, discuss as a whole group the following questions about the writer and his/her work:
- Why are details important in writing?

- What do they do for the reader?
- What do we learn about the writer?
- What might you and the writer have in common?

Direct the discussion to include autobiographical writing which consists of personal thoughts, feelings, and experiences, e.g., The Diary of Anne Frank.

2. Students draft one journal entry, using the topics they researched in Subtask 3. Remind students to use details and paragraphs that link. Use of a thesaurus and dictionary is strongly recommended to enhance vocabulary.

Encourage students to use their journals as a way to explore their thoughts and feelings as they journey to an earlier civilization.

3. This journal entry does not have to be taken to the final published stage of the writing process at this time, but the teacher should provide students with the opportunity to practise proofreading and editing skills.

Review noun-pronoun agreement and punctuation with students. The teacher presents students with a well-written diary or journal entry. This entry could be on chart paper or on an overhead. The teacher asks probing questions to elicit from the students why certain punctuation has been used, i.e., quotation marks, periods, exclamation marks and question marks. The teacher also addresses noun and pronoun agreements. These writing skills are expected in the proofed journal entries. Encourage students to use a variety of resources to confirm spelling in their work.

Adaptations

Resources

BLM 4.1 Journal Checklist BLM_4.1_Journal_Checklist_T.cwk

Diary of Anne Frank

Notes to Teacher

A supply of non-fiction reading material on early civilizations should be available in the classroom.

Teacher Reflections

Description

Students review, further develop, and apply map skills to help them prepare for the culminating task. As a class, students answer questions regarding map skills and participate in paper-pencil activities to reinforce mapping skills.

Catholic Graduate Expectations
CGE 2b - Catholic Graduate Expectation - An Effective Communicator: Reads, understands and uses written materials effectively.

Expectations

5e44 – locate and interpret information, using various conventions of formal texts (e.g., index, maps, charts, lists, pictures, illustrative figures).

5m38 • identify relationships between and among measurement concepts (linear, temporal, monetary);

Groupings

Students Working As A Whole Class

Teaching / Learning Strategies

Map Making
Oral Explanation
Discussion
Demonstration
Note-making

Assessment

Use BLM 4.4, Anecdotal Record, to record observations for each student during oral questioning period. The teacher looks for a general understanding of the concepts taught during the lesson.

Assessment Strategies

Observation
Questions And Answers (oral)

Assessment Recording Devices

Anecdotal Record

Teaching / Learning

1. In the culminating task, students need to be able to use mapping language to describe their journeys.

Review with students map-reading skills, using the organizational features of an atlas:
- reading an index
- using coordinates (grid lines)
- symbols/legends and what they mean
- cardinal directions (N, S, W, E)
- labelling maps (title, oceans, countries, cities, etc.)
- colouring (blue = water; various colours = countries/land features)

Review with students how to use an atlas index to locate specific towns, cities, countries, etc. Students use information found in the index, e.g., coordinates to locate the specific town, city, or country on a map. Also view world maps and discuss with students the colours used on the map, e.g., blue for water, various colours for different provinces or countries, and darker colours for major roads or highways.

As a class, students answer teacher-directed questions regarding mapping, e.g., name the next closest city to

your home town - N, S, W, E (see Notes to Teacher).

2. Choose a small foreign country and work as a class to use the atlas to find out all the information that the atlas can give about that country. The information that is available will depend on the atlas used. The information could include:
- neighbours (both political and natural)
- continent
- population density
- climate
- elevation
- vegetation
- location by longitude and latitude
- distance from known locations (Ottawa, Vancouver)
- cities and towns
- natural resources

3. Students respond to their learning in their journal. The teacher may provide guiding questions to facilitate this entry.

Adaptations

In addition to consulting the individual student's IEP, suggestions for adaptations may include, but are not limited to the following:

Students with special needs may be provided with a template to fill in the answers. Have "easy read" versions of the atlas available.

Resources

Atlas

Notes to Teacher

The teacher creates oral questions relating to their specific geographical area. Examples include: name the closest city east of your community; name a major highway that runs closest to your community; name the closest body of water located south of your community.

The countries chosen for this task should be countries where one of the early civilizations identified in the Social Studies curriculum previously existed, i.e., Italy, Egypt, Greece, China, Japan, India, country in Central America, etc.

In a gymnasium or large field, a cardinal directions game can be played with students. The teacher calls out a specific direction and students are required to run, jump, skip, etc., in the correct direction.

Teacher Reflections

Description

During this activity, students examine the format used for letter writing. In a teacher-led discussion, students discuss the general characteristics of formal and informal letters. Students then practise writing a formal letter. The letter-writing skills developed and practised in this subtask and the subject of the letter used will support students in the culminating task.

Catholic Graduate Expectations
CGE 2b - Catholic Graduate Expectation - An Effective Communicator: Reads, understands and uses written materials effectively.

CGE 2c - Catholic Graduate Expectation - An Effective Communicator: Presents information and ideas clearly and honestly and with sensitivity to others.

CGE 7e - Catholic Graduate Expectation - A Responsible Citizen: Witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society.

CGE 3f - Catholic Graduate Expectation - A Reflective and Creative Thinker: Examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.

Expectations

5e1	• communicate ideas and information for a variety of purposes (e.g., to present and support a viewpoint) and to specific audiences (e.g., write a letter to a newspaper stating and justifying their position on an issue in the news);
5e3 A	• organize information to convey a central idea, using well-developed paragraphs that focus on a main idea and give some relevant supporting details;
5e5	• produce pieces of writing using a variety of forms (e.g., stories, poems, reports), narrative techniques (e.g., first- and third-person points of view, dialogue), and materials from other media (e.g., illustrations);
5e7 A	• revise and edit their work, seeking feedback from others and focusing on content, organization, and appropriateness of vocabulary for audience;
5e8 A	• proofread and correct their final drafts, focusing on grammar, punctuation, and spelling;
5e41	– use a dictionary and a thesaurus to expand their vocabulary;
5e19 A	– use levels of language appropriate to their purpose (e.g., informal language to write a letter to a friend and formal language to invite a guest speaker to the school);
5e11	– use phrases appropriately to clarify meaning (e.g., For someone of her age, she plays the piano very well);
5e14 A	– use correct punctuation in final drafts;
5e17 A	– use a variety of resources to confirm spelling (e.g., dictionary, CD-ROM);

Groupings
Students Working Individually
Students Working As A Whole Class
Students Working In Pairs

Teaching / Learning Strategies
Discussion
Reflection
Writing Process

Assessment
The teacher uses BLM 6.1 Letter Checklist to record evidence of letter-writing skills. Provide students with formative assessment of their letter writing.

Assessment Strategies
Questions And Answers (oral)

Assessment Recording Devices
Checklist

Teaching / Learning

1. Students review the format for formal and informal letter writing. Examine the information being presented in both sample letters (BLM 6.2). Give students a few minutes to discuss their observations of each letter. Have students present their findings to the class. Students should have discovered the general characteristics of a formal letter and noted some of the characteristics unique to a formal letter.
For example:
* There is a difference between formal and informal language.
* It begins with a salutation and ends with a closing that includes your name.
* It has a return address.
* It requires a date in standard form.

2. The Topic: The nature of government in an early civilization.
Brainstorm with students situations where people may not have been treated fairly or justly. What do they think were the causes of this kind of treatment? As a class, students think about what could have been done so that people are acting more like Jesus. Use the Religion text, *May We Be One* - Unit 6 as a teacher resource, which relates to the issues of social justice.

3. Ask students to write a formal letter. This letter is to describe the living conditions in the early civilization they have chosen, e.g., government, education, class structure, the right to vote. Students focus on social issues that they feel are evident is this civilization and provide ideas of how to treat one another justly and fairly.

Remind students to use proper paragraphing and punctuation, a variety of sentence types, and to clarify details in their letters. Encourage them to use a thesaurus and dictionary to enhance vocabulary and to confirm correct spelling of words.

4. In pairs, students share their drafts for peer editing. Students complete the stages of the writing process to produce a final published copy.

Adaptations

Resources

BLM 6.1 Letter Checklist	BLM_6.1_Letter_Checklist_T.cwk
BLM 6.2 Letter Samples	BLM_6.2_Letter_Samples_S.cwk
May We Be One - Year 5	

Notes to Teacher

Teacher Reflections

Completing the Journey (Journal, Research)

Description

Students continue to research, write, and create the materials that form their presentation in the culminating task. They plan the presentation that tells the story of their researched civilization. This work provides an opportunity for students to learn about and develop respect for the traditions, religious values, and cultures of other people, and how the world can embrace diversity. In their journey of life and faith, they are invited to grow in understanding about the needs and values of others.

Catholic Graduate Expectations
CGE 1h - Catholic Graduate Expectation - A Discerning Believer: Respects the faith traditions, world religions and the life-journeys of all people of good will.

CGE 2c - Catholic Graduate Expectation - An Effective Communicator: Presents information and ideas clearly and honestly and with sensitivity to others.

CGE 3e - Catholic Graduate Expectation - A Reflective and Creative Thinker: Adopts a holistic approach to life by integrating learning from various subject areas and experience.

CGE 3f - Catholic Graduate Expectation - A Reflective and Creative Thinker: Examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.

CGE 7f - Catholic Graduate Expectation - A Responsible Citizen: Respects and affirms the diversity and interdependence of the world's peoples and cultures.

Expectations

5e7 A	• revise and edit their work, seeking feedback from others and focusing on content, organization, and appropriateness of vocabulary for audience;
5e8 A	• proofread and correct their final drafts, focusing on grammar, punctuation, and spelling;
5e10 A	• use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (see below).
5e34	– use research skills (e.g., formulate questions, locate information, compare information from a variety of sources);
5e36	– use their knowledge of the characteristics of different forms of writing to help them select the appropriate materials for a specific purpose (e.g, short story, article in a reference book);
5e41	– use a dictionary and a thesaurus to expand their vocabulary;
5z5	– demonstrate an understanding of the basic features of early civilizations;

Groupings

Students Working Individually

Teaching / Learning Strategies

Independent Study
Note-making
Research Process
Writing Process

Assessment

Use BLM 4.4 Anecdotal Record to record observations for each student. Observations focus on demonstration of learning skills.

The table at the bottom of BLM 2.1 can be used to record conferences with individual students to provide formative feedback as they work through these tasks.

BLM 7.1 could be used by the teacher to track the progress of the students, as they complete the different elements required for the culminating task.

Assessment Strategies

Observation
Performance Task

Assessment Recording Devices
Anecdotal Record
Checklist

Teaching / Learning

This task requires students to use the Internet. Teachers must ensure that students know and follow board and school policies related to Internet use.

1. Review the task criteria addressed in Subtask 2 (BLM 2.1). Review the rubric created with the class in Subtask 2 to ensure students' understanding of the required expectations.

Inform students that they are to begin to research and write the materials for their journey experiences and prepare for their presentation to the class.

Remind students of the skills that they have been working on throughout the unit:
- journal writing (the results of their research are to be communicated in the form of a journal)
- letter writing
- research skills
- mapping skills
- presentation skills

All of these skills are required to successfully complete the culminating task.

Before students begin to research, review the need to respect the culture of each civilization they visit. Their work is to reflect caring and sensitivity to others.

Students use the table at the bottom of BLM 2.1 to track their progress in completing the tasks.

2. Once the materials have been created, students plan the presentation they will give to the class. Students refer to the oral presentation rubric discussed in Subtask 2 and the feedback they received in Subtask 4 when planning presentations.

Allow ample time to complete all the tasks for the Journey.

Adaptations

In addition to consulting the individual student's IEP, suggestions for adaptations may include, but are not limited to the following:

Have reference material and non-fiction levelled books at the appropriate readability level.

Resources

BLM 7.1 Journey Checklist BLM_7.1_JourneyChecklist_S.cwk

Notes to Teacher

Teacher Reflections

Description

In the culminating task, students give oral and visual presentations of their journeys to the teacher and their peers. Using journal entries, letters, and maps, students give a detailed overview of the people and places encountered on their journeys. They decide on a format, e.g., display board, to present their information. Rubrics, self- /peer assessments, and checklists are used in assessment.

Catholic Graduate Expectations
CGE 2b - Catholic Graduate Expectation - An Effective Communicator: Reads, understands and uses written materials effectively.

CGE 2c - Catholic Graduate Expectation - An Effective Communicator: Presents information and ideas clearly and honestly and with sensitivity to others.

CGE 3c - Catholic Graduate Expectation - A Reflective and Creative Thinker: Thinks reflectively and creatively to evaluate situations and solve problems.

CGE 7f - Catholic Graduate Expectation - A Responsible Citizen: Respects and affirms the diversity and interdependence of the world's peoples and cultures.

Expectations

5e1 A	• communicate ideas and information for a variety of purposes (e.g., to present and support a viewpoint) and to specific audiences (e.g., write a letter to a newspaper stating and justifying their position on an issue in the news);
5e5 A	• produce pieces of writing using a variety of forms (e.g., stories, poems, reports), narrative techniques (e.g., first- and third-person points of view, dialogue), and materials from other media (e.g., illustrations);
5e34 A	– use research skills (e.g., formulate questions, locate information, compare information from a variety of sources);
5e59 A	– use tone of voice, gestures, and other non-verbal cues to help clarify meaning when describing events, telling stories, reading aloud, making presentations, stating opinions, etc.;
5z45 A	– construct and read a wide variety of graphs, charts, diagrams, maps, and models for specific purposes (e.g., to determine services provided by the different levels of government);
5e56 A	– use appropriate words and structures in discussions or classroom presentations;
5e60 A	– speak clearly when making presentations;

Groupings
Students Working Individually

Teaching / Learning Strategies
Oral Presentation
Response Journal
Media Presentation
Retelling

Assessment
Use the rubrics presented to the class in Subtask 2 to assess each student's presentation.

Sample rubrics are provided which may be revised when discussed with the class in Subtask 2.

Assessment Strategies
Classroom Presentation

Assessment Recording Devices
Rubric

Teaching / Learning

The day has finally arrived for students to share their journeys in small groups or with the class. Each student shares an oral and visual presentation to the class. Students include their journal, letter, and maps in their presentation of their journey.

Encourage classmates to ask questions regarding the information provided after each presentation, to deepen their understanding of the peoples and places.

Use BLM 7.1 to verify that all components of the culminating task are completed and present.

Peers also provide feedback to each presenter, stating three strengths, one possible improvement, and new learing that resulted from the presentation (BLM 8.1).

Adaptations

Resources

Sharing Fair - Written Material

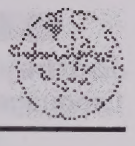
Sharing Fair - Oral Presentation

BLM 8.1 Peer Feedback BLM_8.1_Peer_Feedback_S.cwk

Notes to Teacher

Peer assessment material is not to be used in determining students' final evaluations.

Teacher Reflections



Description

Students celebrate their journey through a prayer service. Afterwards, students may wish to continue the celebration by sharing with their classmates different types of food that they researched along their journey. Students may also share their journey with the rest of the school. In doing this, they might need to display their work in the gym, so that everyone can celebrate the work of students on their journeys home.

Catholic Graduate Expectations
CGE 1g - Catholic Graduate Expectation - A Discerning Believer: Understands that one's purpose or call in life comes from God and strives to discern and live out this call throughout life's journey.

CGE 2c - Catholic Graduate Expectation - An Effective Communicator: Presents information and ideas clearly and honestly and with sensitivity to others.

CGE 7f - Catholic Graduate Expectation - A Responsible Citizen: Respects and affirms the diversity and interdependence of the world's peoples and cultures.

Expectations

Groupings
Students Working As A Whole Class

Teaching / Learning Strategies
Community Involvement

Assessment

Assessment Strategies

Assessment Recording Devices

Teaching / Learning

The use of parent permission forms helps to ensure student safety.
The teacher sets aside those foods which would create problems for students with allergies and/or students whose religious or cultural beliefs require them to avoid certain foods or combinations of foods.

Students participate in a celebration prayer to thank God for Canada's greatness and the diversity of people living together in a peaceful society. Invite students to thank God for His many gifts throughout our life journey (BLM 9.1).

An extension of this celebration could have students engage in a celebration. Invite students to bring in different types of food, music, dance, clothing, etc., that they learned about while researching their countries. This is a wonderful opportunity for all students, allowing them to celebrate, see, and experience the beauty of other cultures. Students may wish to invite parents, the parish priest, principal, and/or other community members.

Students' work can also be setup in a large area, e.g., the gym, for viewing by other classrooms. This provides a good opportunity for all to acknowledge the diversity of other cultures.

Adaptations

Journey Celebration (Optional)

Subtask 9

60 mins

Resources

BLM 9.1 Prayer Service	BLM_9.1_Prayer_Service_S.cwk

Notes to Teacher

Teacher Reflections

Appendices

Journeys

Language

Resource List:

Blackline Masters:

Rubrics:

Unit Expectation List and Expectation Summary:

Journeys
Language A Unit for Grade 5

Rubric

- ☐ **Sharing Fair - Oral Presentation** ST 8
  3
- ☐ **Sharing Fair - Written Material** ST 8
  2

Blackline Master / File

- ☐ **BLM 1.1 Paragraph Organization** ST 1
  BLM_1.1_ParagraphSample_S.cwk
- ☐ **BLM 1.2 Student Paragraph Writing** ST 1
  BLM_1.2_IndepentPara_S.cwk
- ☐ **BLM 1.3 Paragraph Checklist** ST 1
  BLM_1.3_Para_Checklist_T.cwk
- ☐ **BLM 2.1 The Journey Assignment** ST 2
  BLM_2.1_Journey_Criteria_S.cwk
- ☐ **BLM 3.1 Encyclopedia** ST 3
  BLM_3.1_Encyclopedia_S.cwk
- ☐ **BLM 3.2 Mini Internet Research Assignment** ST 3
  BLM_3.2_InternetResearch_S.cwk
- ☐ **BLM 3.3 Works Cited** ST 3
  BLM_3.3_CitedResources.cwk
- ☐ **BLM 3.4 Observation Anecdotal Record** ST 3
  BLM_3.4_AncedotalRecorder_T.cwk
- ☐ **BLM 3.5 Research Presentation** ST 3
  BLM_3.5_ResearchPresRtScl_T.cwk
- ☐ **BLM 4.1 Journal Checklist** ST 4
  BLM_4.1_Journal_Checklist_T.cwk
- ☐ **BLM 6.1 Letter Checklist** ST 6
  BLM_6.1_Letter_Checklist_T.cwk
- ☐ **BLM 6.2 Letter Samples** ST 6
  BLM_6.2_Letter_Samples_S.cwk
- ☐ **BLM 7.1 Journey Checklist** ST 7
  BLM_7.1_JourneyChecklist_S.cwk
- ☐ **BLM 8.1 Peer Feedback** ST 8
  BLM_8.1_Peer_Feedback_S.cwk
- ☐ **BLM 9.1 Prayer Service** ST 9
  BLM_9.1_Prayer_Service_S.cwk

Licensed Software

- ☐ **1998 Canadian and World Encyclopaedia** ST 3

Print

- ☐ **Atlas** ST 5
- ☐ **Diary of Anne Frank** ST 4
- ☐ **Encyclopedia Britannica** ST 3
- ☐ **Encyclopedia World Book** ST 3
- ☐ **May We Be One - Year 5** ST 6
  Grade Five Teacher Manual Resource and Student Text
- ☐ **Non-fiction Books related to topic** ST 3

Media

- ☐ **Local Newspaper** ST 3
- ☐ **National Geographic** ST 3
- ☐ **Ottawa Citizen** ST 3
- ☐ **OWL Magazine** ST 3
- ☐ **Toronto Star** ST 3

Website

- ☐ **AskJeeves** ST 3
  http://www.askjeeves.com
- ☐ **CIA World Factbook** ST 3
  http://www.odci.gov/cia/publications/factbook/
- ☐ **Countries at Yahooligans** ST 3
  http://www.yahooligans.com/around_the_world/Countries/
- ☐ **Factbook at Yahooligans** ST 3
  http://www.yahooligans.com/reference/factbook/index.html
- ☐ **Yahooligans.com** ST 3
  http://www.yahooligans.com

Material

- ☐ **A Wall World Map** Unit
  1
  per class
  Students use this map to locate and extract pertinent information while on their journey.
- ☐ **Lined Paper** ST 1
  1
  per person
  For their published copy.
- ☐ **Writing Process Chart** ST 1
  1
  per class
  For use by students to help complete the writing components of each assignment.
- ☐ **Writing Process Steps (Charts on the Wall)** Unit
  1
  per class
  Students use these steps to develop their skills in their written work.

Other

- ☐ **Aver Key or Computer Lab** ST 3

Paragraph Organization

Name: _____

Paragraphs always include a topic sentence, specific details related to the topic sentence, and a closing sentence which refers to the topic.

Title: **The Roman Family**

Topic Sentence: In ancient Roman society, the family was different than many of our families.

Specific Details: (*Reorder the five sentences below to make them sequential.*)

He made all the decisions.

Children worked very hard at school and had chores to do when they came home from school.

The father was the head of the family.

The mother was supposed to stay home and cook, sew, and take care of the children.

There was no television to watch, so they would play games and read after they had finished their chores.

Mothers usually did not go outside the home to work.

When the chores were finished, the family usually ate dinner together, and then the children would go to bed.

Closing Sentence: (*Make up a closing sentence.*)

_____

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Student Paragraph Writing

Name: _____

Using the paragraph model, write a paragraph describing some aspect of early civilizations that you would like to research. Use the five steps of the writing process (Pre-writing Stage, First Draft, Revising Stage, Editing and Proofreading Stage, Publish Work) to complete your paragraph.

Remember to include the title, the topic sentence, specific details, and the closing sentence.

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Paragraph Checklist

Use a check mark to show satisfactory completion of work.

Student Name	BLM 1.1	BLM 1.2	Evidence of writing process

The Journey Assignment

Select an early civilization that was not on the continent of North America. You will begin your journey here. On your journey, you will research and gather information on this civilization. You are to travel through this civilization. During your journey, reflect on being a responsible citizen.

Your research is to be written in the form of a travel journal or diary. Your travel diary/journal must describe some of the research topics listed below.

A) You will need to research:
- predominant religion or the values and beliefs of the civilization
- landmarks or natural sites that have survived into our time
- government, class structure
- language
- food, clothing, shelter
- family life
- customs/festivals
- design and technology, i.e., jewellery, roads, pottery, buildings, etc.

B) Create a map for the civilization you visit, showing the major cities and large geographical features (lakes, rivers, mountains). Include a legend, labels, titles, compass rose, and appropriate colours for the map.

C) Write a letter, addressed to a family member or friend at home, comparing/contrasting life in Canada to the civilization you visit. The topics discussed in your letter must be selected from the Research Topics listed above.

D) Create a display to present information about all the things you have learned and done on your journey.

Assignment Elements	Completed	Teacher Conference
Journal or Diary Entry #1		
Journal or Diary Entry #2		
Map(s) of the Civilization Visited		
Letter to Family Member		

Encyclopedia

Useful Information in an Encyclopedia

An **encyclopedia** is used to locate factual information. It provides information about people, places, and things. Read the following questions and circle **yes** or **no** to determine whether or not the information needed can be found in an encyclopedia.

1. Who was Michelangelo?	Yes	No
2. What is the main product of China?	Yes	No
3. Who was the creator of democracy?	Yes	No
4. Will it be sunny this weekend?	Yes	No
5. How do you pronounce tsunami?	Yes	No
6. What does a great white shark eat?	Yes	No
7. Is a tomato a fruit or vegetable?	Yes	No
8. Who invented geometry?	Yes	No
9. How many students in your class wear glasses?	Yes	No
10. Where did the Olympics originate?	Yes	No
11. Who is the most popular athlete in your town?	Yes	No
12. How did the Mayans build temples?	Yes	No
13. How many commandments did God give to Moses?	Yes	No
14. What is the difference between a violin and a cello?	Yes	No
15. When were the Pyramids built?	Yes	No
16. Where is Mesopotamia?	Yes	No
	Yes	No

Mini Internet Research Assignment

Follow the steps below to locate information using the Internet.

Step 1 Type the name of the search engine in the address box.

Sample: **www.yahooligans.com**

Step 2 Click on the word "*Countries*" under the subtitle, Around the World.

Step 3 Type in "Ancient Civilizations" or "Early Civilizations"
Follow the criteria given below to research the required information:

a) Choose three of the following to research, and use jot notes to list important facts discovered: religion, food, sport, clothing, language, government, customs, historical landmarks.

b) Find one other interesting fact, different from what is listed above, about the civilization you selected.

Works Cited

General tips when preparing a list of resources:

- Document all sources of information used in your research.
- Include your list of resources in the final copy of your work.
- Call it *References*, *Works Cited*, or *Works Consulted*. (Do not call it a *Bibliography*, which refers to books only.)
- Not to document is plagiarism.
- Alphabetize and double space your list. Alphabetize by the first word of the citation, usually the author's surname, or by the first significant word.
- Disregard a, an, the.
- Double space the entire list.
- Do not number your list.

Examples:

1. If your resource (book) has an author, follow this pattern:

   Author's Surname, Initials. Title of book (underline). City: Publisher, Date.

2. If your resource is an encyclopedia, follow this pattern:

   "Title of Article." Title of Encyclopedia (underline). Date.

3. If your resource is a magazine, follow this pattern:

   Author's Surname, Initials. "Title of Article." Title of Magazine (underline)
   Date of issue. (Day, Month, Year)

4. If your resource is a government publication, follow this pattern:

   Country or Province. Department or Ministry. Title (underline)
   Place of Publication: Publisher, Date

Works Cited

5. If your resource is an Internet website, follow this pattern for an article:

   Author's Surname, Initials. "Title of Article." Title of Magazine/Journal. Date. URL <web address>

6. If your resource is a general Internet website, follow this pattern:

   Name of Website. Home page. Date. URL <web address>

General Note:

The basic information required for citations is similar, regardless of the type of resource. Some information may not be available. Look for and cite as much information as you can find.

Observation Anecdotal Record

Name:	Name:	Name:	Name:
Name:	Name:	Name:	Name:
Name:	Name:	Name:	Name:
Name:	Name:	Name:	Name:
Name:	Name:	Name:	Name:

Research Presentation

Student Name: _____

Oral Communication	1 Needs Improvement	2 Satisfactory	3 Good	4 Excellent
Thoughts are clear, precise, and well developed.				
Uses appropriate terminology and vocabulary.				
Uses tone of voice, gestures, and other non-verbal cues.				
Speaks with clarity.				
Communicates information in an effective way.				

Student Name: _____

Oral Communication	1 Needs Improvement	2 Satisfactory	3 Good	4 Excellent
Thoughts are clear, precise, and well developed.				
Uses appropriate terminology and vocabulary.				
Uses tone of voice, gestures, and other non-verbal cues.				
Speaks with clarity.				
Communicates information in an effective way.				

Journal Checklist

BLM 4.1

Record if the student is able to demonstrate the completion of required elements of the journal/diary activities.

Student Names	Information is organized to convey a central idea	Correct use of detailed and linked paragraphs	Correct use of punctuation/grammar	Correct use of spelling	Use of a thesaurus or dictionary or spell checker on the computer to expand vocabulary and confirm spelling

Letter Checklist

Student Names	Use of paragraphs to convey a central idea.	Provides relevant details.	Makes use of simple, compound, and complex sentences.	Revises and edits work for content and organization.	Proofreads and corrects work focusing on spelling, grammar, and punctuation.

Letter Samples

Sample Letter One

Feed the Children
1215 This Street
Anytown, Ont.
A5E 7Y0

January 21, 2002

Dear Ms. Smith,

I am a Grade 5 student at St. Mary Catholic School.

Our class would like to become involved in your Feed the Children Project. Our teacher talked about how just a little money can do a lot of good, and we decided there was something we could do to help.

We have had several fundraising events and have collected $210.83.

We would like to invite you to attend a celebration in our classroom on February 17, 2002, at 1:00, so that we could give you the money that we have raised.

Please let us know if you can come to our celebration.

Sincerely,

Kyle Casey
rm. 107
St. Mary Catholic School

Letter Samples

Sample Letter Two

291 Briarwood Dr.
Sometown, Ont.
K4Y 4Z2
February 10, 2002

Dear Mom,

I arrived on the Disney Cruise safely. We took a plane from Toronto to Orlando, Florida. Then we took a bus to the ship. We got aboard the ship and within an hour we started to leave the dock at Port Carnival.

At the first port, St. Martin, we took a bus ride around the island to learn about the island's history. We saw the island's oldest tree, about 400 years old. The island is ruled by both France and The Netherlands.

At the second port, St. Thomas, we went snorkelling. It was so much fun because we were swimming with fish, sharks, turtles, and saw a sunken ship. On the way back to the ship, our boat had problems and we almost missed the rest of the cruise. I will have to write more to you later because I have to go to supper. I'm having a great time.

Love,
William

Journey Checklist

Student Names	Research Civilization	Maps of Civilization	Letter Home

Peer Feedback

Assessor _____

Presenter _____

Three strengths of the presentation:

1.

2.

3.

One area that could be focused on... something to think about.

Something I learned from your presentation:

Prayer Service

Theme: Appreciation for God's Gifts

Let us begin our gathering with a song that reflects our appreciation for God's gifts while on our life journey.

Song: My People, Love One Another
(May We Be One, Born in the Spirit, Year 5)

Leader: In today's world, many of our lives are governed by exceedingly busy schedules. God is often called upon in times of need or disappointment. However, it is important that we take the time to also thank God for the many things He gives us everyday. We should rejoice and show God our appreciation for ALL that He gives to us throughout our life's journey.

Reading: Psalms 111 (Taken from Psalms Now, by Leslie F. Brandt)

My heart is full today.
I am so grateful
for all that God has done for me.
I need but crawl out of my corner
of depression and self pity
and look around me to see
how great my God is.
I cannot see Him,
but I can see the works of His hands.
He is a merciful and loving God.
His promises and precepts are forever.
He is a majestic and powerful God.
He created me and sustains me day by day.
He is a forgiving God.
He takes me back to His loving heart
when I go astray.
He is in this world today.
And those who recognize and accept His presence
are building foundations
that are eternally secure.
How grateful I am to my God today!

Prayer Service

Reflection: Take a few moments to think of something you are thankful for today. Afterwards, you will share your thoughts with the rest of the class. Go around the circle, starting with the leader.

Prayers of the Faithful:

Let us turn to Jesus in prayer now and ask Him to be with us on our journey.

The response is: ***"Guide us Lord on our life journey."***

Help us, Lord, to follow you more closely, by praying more often and by showing kindness to one another. ***Response***

Help us, Lord, to make time to be quiet and still so that we can hear Your voice in our lives. ***Response***

Help us, Lord, to forgive others when they have hurt us. ***Response***

Help us, Lord, to persevere in our efforts to live a good life. ***Response***

Shepherd, Lord, you give us light,
Living waters and new life.
Jesus, Lord, we walk with you. ***Response***

Have mercy on me, O God,
and put a new and steadfast spirit within me.
Wash me thoroughly from my guilt and cleanse me from my sins. ***Response***

Prayer Service

Leader: *Read the poem, Footprints*

One day a man had a dream. He dreamed he was
walking along the beach with the Lord. Across the sky
flashed scenes from his life. For each scene he noticed
two sets of footprints in the sand; one belonging to
him and the other to the Lord.
When the last scene of his life flashed before him, he looked
back at the footprints in the sand. He noticed that many times
along the path of his life there was only one set of footprints.
He also noticed that it happened at the very
lowest and saddest times in his life.
This really bothered him and he questioned the Lord about
it. "Lord, you said that once I decided to follow you, you'd
walk with me all the way. But I have noticed that during the
most troublesome times in my life, there is only one set
of footprints. I don't understand why when I
needed you most you would leave me."
The Lord replied, "My child, I love you and I would
never leave you. During your times of trial and
suffering, when you see only one set of footprints,
it was then that I carried you."

Anon

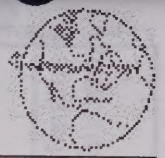
Song: Journey of Love
(We Belong to the Lord Jesus, Born in the Spirit, Grade 2)

Pause: Silent Reflection

Leader: Let us go forth on our journey and be thankful for all God has given us.
May we be touched by His love and share it with those around us!
Amen.

Student Name:_____
Date:_____

Sharing Fair - Written Material
for use with Subtask 8 : The Sharing Fair
from the Grade 5 Unit: **Journeys**



Expectations for this Subtask to Assess with this Rubric:

5e1 • communicate ideas and information for a variety of purposes (e.g., to present and support a viewpoint) and to specific audiences (e.g., write a letter to a newspaper stating and justifying their position on an issue in the news);

5e5 • produce pieces of writing using a variety of forms (e.g., stories, poems, reports), narrative techniques (e.g., first- and third-person points of view, dialogue), and materials from other media (e.g., illustrations);

5e34 – use research skills (e.g., formulate questions, locate information, compare information from a variety of sources);

5e56 – use appropriate words and structures in discussions or classroom presentations;

5z45 – construct and read a wide variety of graphs, charts, diagrams, maps, and models for specific purposes (e.g., to determine services provided by the different levels of government);

Category/Criteria	Level 1	Level 2	Level 3	Level 4
Reasoning **- purpose of:** **- journal/diary** **- letter** **- written presentation**	- demonstrates limited understanding of different writing forms	- demonstrates some understanding of different writing forms	- demonstrates considerable understanding of different writing forms	- demonstrates thorough understanding of different writing forms
Communication **- voice evident (use of the author's own words)**	- demonstrates a limited use of the author's own voice	- demonstrates some use of the author's own voice	- demonstrates use of author's own voice	- demonstrates thorough use of the author's own voice
Organization of Ideas **- uses research skills to provide facts and details of relevance**	- limited use of research skills - demonstrates limited ability to use relevant facts and details	- some use of research skills - demonstrates ability to use some relevant facts and details	- uses relevant facts and details from a variety of research sources	- uses relevant and detailed facts and details from extensive research sources
Application of Conventions **- grammar, spelling, punctuation** **- visual presentation (e.g., indentations, spacing, margins, title)**	- conventions demonstrated in a limited way	- there are several minor errors or omissions	- there are only a few minor errors or omissions	- there are practically no errors or omissions

Student Name:_____
Date:_____

Sharing Fair - Oral Presentation

for use with Subtask 8 : The Sharing Fair
from the Grade 5 Unit: **Journeys**

Expectationsfor this Subtask to Assess with this Rubric:

5e56 – use appropriate words and structures in discussions or classroom presentations;

5e59 – use tone of voice, gestures, and other non-verbal cues to help clarify meaning when describing events, telling stories, reading aloud, making presentations, stating opinions, etc.;

5e60 – speak clearly when making presentations;

5z45 – construct and read a wide variety of graphs, charts, diagrams, maps, and models for specific purposes (e.g., to determine services provided by the different levels of government);

Category/Criteria	Level 1	Level 2	Level 3	Level 4
Communication **- uses tone of voice appropriate for audience** **- effective use of visual materials to support presentation**	- limited use of tone of voice that is appropriate for addressing the class - limited use of visual materials relating to the presentation and limited support for presentation content - speaks with limited clarity	- some use of tone of voice that is appropriate for addressing the class - visual materials somewhat relate to the presentation and provide some support for presentation content - speaks with some clarity	- appropriate use of tone of voice - visual materials clearly relate to the presentation and usually support presentation content - speaks clearly	- effective use of tone of voice for addressing the class and enhancing the presentation - visual materials clearly and directly relate to the presentation and support presentation content - speaks clearly/confidently
Organization **- presentation organization** **- overall structure (beginning, middle, end, links)**	- limited evidence of clear beginning, middle, and end - limited link to the journey theme	- has a beginning, a middle, and an end that are somewhat linked to the journey theme	- has a clear beginning, middle, and end linking to the journey theme	- flows logically and sequentially, building to a conclusion - journey theme is clearly evident throughout the presentation
- appropriate words and vocabulary	- uses limited travel and geographical vocabulary	- uses some appropriate travel and geographical vocabulary	- consistently uses appropriate travel and geographical vocabulary	- effectively uses appropriate and extensive travel and geographical vocabulary

		Selected	Assessed
English Language---Writing			
☐ 5e1	• communicate ideas and information for a variety of purposes (e.g., to present and support a viewpoint) and to specific audiences (e.g., write a letter to a newspaper stating and justifying their position on an issue in the news);	2	1
☐ 5e3	• organize information to convey a central idea, using well-developed paragraphs that focus on a main idea and give some relevant supporting details;		3
☐ 5e5	• produce pieces of writing using a variety of forms (e.g., stories, poems, reports), narrative techniques (e.g., first- and third-person points of view, dialogue), and materials from other media (e.g., illustrations);	1	1
☐ 5e7	• revise and edit their work, seeking feedback from others and focusing on content, organization, and appropriateness of vocabulary for audience;		2
☐ 5e8	• proofread and correct their final drafts, focusing on grammar, punctuation, and spelling;		2
☐ 5e10	• use correctly the conventions (spelling, grammar, punctuation, etc.) specified for this grade level (see below).		2
☐ 5e11	– use phrases appropriately to clarify meaning (e.g., For someone of her age, she plays the piano very well);	1	
☐ 5e12	– use noun-pronoun agreement correctly;	1	
☐ 5e14	– use correct punctuation in final drafts;	1	1
☐ 5e17	– use a variety of resources to confirm spelling (e.g., dictionary, CD-ROM);	1	1
☐ 5e19	– use levels of language appropriate to their purpose (e.g., informal language to write a letter to a friend and formal language to invite a guest speaker to the school);		1
English Language---Reading			
☐ 5e22	• read a variety of fiction and non-fiction materials (e.g., novels, short stories, biographies, editorials) for different purposes;	2	
☐ 5e34	– use research skills (e.g., formulate questions, locate information, compare information from a variety of sources);	1	2
☐ 5e36	– use their knowledge of the characteristics of different forms of writing to help them select the appropriate materials for a specific purpose (e.g, short story, article in a reference book);	2	
☐ 5e41	– use a dictionary and a thesaurus to expand their vocabulary;	2	1
☐ 5e44	– locate and interpret information, using various conventions of formal texts (e.g., index, maps, charts, lists, pictures, illustrative figures).	2	
English Language---Oral and Visual Communication			
☐ 5e45	• communicate information, explain a variety of ideas and procedures, and follow the teacher's instructions;		1
☐ 5e46	• ask and answer questions on a variety of topics to acquire and clarify information;	1	
☐ 5e49	• contribute and work constructively in groups;		1
☐ 5e56	– use appropriate words and structures in discussions or classroom presentations;		1
☐ 5e59	– use tone of voice, gestures, and other non-verbal cues to help clarify meaning when describing events, telling stories, reading aloud, making presentations, stating opinions, etc.;		1
☐ 5e60	– speak clearly when making presentations;		1
☐ 5e61	– contribute ideas to help solve problems, and listen and respond constructively to the ideas of others when working in a group;	1	
Mathematics---Measurement			
☐ 5m38	• identify relationships between and among measurement concepts (linear, temporal, monetary);	1	
Social Studies---HC: Early Civilizations			
☐ 5z4	– identify major early civilizations (e.g., Mediterranean, African, Asian, Central/South American);	2	
☐ 5z5	– demonstrate an understanding of the basic features of early civilizations;	1	
☐ 5z22	– map the locations of early Mediterranean, African, Asian, and Central/South American civilizations;	1	
Social Studies---CWC: Aspects of Government in Canada			
☐ 5z45	– construct and read a wide variety of graphs, charts, diagrams, maps, and models for specific purposes (e.g., to determine services provided by the different levels of government);		1

Expectation Summary

Selected | Assessed

Journeys

Language A Unit for Grade 5

English Language

5e1	2	1	5e2		5e3	3	5e4		5e5	1	1	5e6		5e7		2	5e8	2	5e9		5e10		2
5e11	1		5e12	1	5e13		5e14	1	1	5e15			5e16		5e17	1	1	5e18		5e19	1	5e20		
5e21			5e22	2	5e23		5e24			5e25			5e26		5e27			5e28		5e29		5e30		
5e31			5e32		5e33		5e34	1	2	5e35			5e36	2	5e37			5e38		5e39		5e40		
5e41	2	1	5e42		5e43		5e44	2		5e45		1	5e46	1	5e47			5e48		5e49	1	5e50		
5e51			5e52		5e53		5e54			5e55			5e56		1	5e57		5e58		5e59	1	5e60		1
5e61	1		5e62		5e63		5e64			5e65			5e66											

French as a Second Language

5f1	5f2	5f3	5f4	5f5	5f6	5f7	5f8	5f9	5f10
5f11	5f12	5f13	5f14	5f15	5f16	5f17	5f18		

Mathematics

5m1	5m2	5m3	5m4	5m5	5m6	5m7	5m8	5m9	5m10
5m11	5m12	5m13	5m14	5m15	5m16	5m17	5m18	5m19	5m20
5m21	5m22	5m23	5m24	5m25	5m26	5m27	5m28	5m29	5m30
5m31	5m32	5m33	5m34	5m35	5m36	5m37	5m38 1	5m39	5m40
5m41	5m42	5m43	5m44	5m45	5m46	5m47	5m48	5m49	5m50
5m51	5m52	5m53	5m54	5m55	5m56	5m57	5m58	5m59	5m60
5m61	5m62	5m63	5m64	5m65	5m66	5m67	5m68	5m69	5m70
5m71	5m72	5m73	5m74	5m75	5m76	5m77	5m78	5m79	5m80
5m81	5m82	5m83	5m84	5m85	5m86	5m87	5m88	5m89	5m90
5m91	5m92	5m93	5m94	5m95	5m96	5m97	5m98	5m99	5m100
5m101	5m102	5m103	5m104	5m105	5m106	5m107	5m108	5m109	5m110
5m111	5m112	5m113	5m114	5m115	5m116	5m117	5m118	5m119	5m120
5m121	5m122	5m123	5m124						

Science and Technology

5s1	5s2	5s3	5s4	5s5	5s6	5s7	5s8	5s9	5s10
5s11	5s12	5s13	5s14	5s15	5s16	5s17	5s18	5s19	5s20
5s21	5s22	5s23	5s24	5s25	5s26	5s27	5s28	5s29	5s30
5s31	5s32	5s33	5s34	5s35	5s36	5s37	5s38	5s39	5s40
5s41	5s42	5s43	5s44	5s45	5s46	5s47	5s48	5s49	5s50
5s51	5s52	5s53	5s54	5s55	5s56	5s57	5s58	5s59	5s60
5s61	5s62	5s63	5s64	5s65	5s66	5s67	5s68	5s69	5s70
5s71	5s72	5s73	5s74	5s75	5s76	5s77	5s78	5s79	5s80
5s81	5s82	5s83	5s84	5s85	5s86	5s87	5s88	5s89	5s90
5s91	5s92	5s93	5s94	5s95	5s96	5s97	5s98	5s99	5s100
5s101	5s102	5s103	5s104	5s105	5s106	5s107	5s108	5s109	5s110
5s111	5s112	5s113	5s114	5s115	5s116	5s117	5s118	5s119	5s120
5s121	5s122	5s123	5s124	5s125	5s126	5s127	5s128		

Social Studies

5z1	5z2	5z3	5z4 2	5z5 1	5z6	5z7	5z8	5z9	5z10
5z11	5z12	5z13	5z14	5z15	5z16	5z17	5z18	5z19	5z20
5z21	5z22 1	5z23	5z24	5z25	5z26	5z27	5z28	5z29	5z30
5z31	5z32	5z33	5z34	5z35	5z36	5z37	5z38	5z39	5z40
5z41	5z42	5z43	5z44	5z45 1	5z46	5z47	5z48		

Health & Physical Education

5p1	5p2	5p3	5p4	5p5	5p6	5p7	5p8	5p9	5p10
5p11	5p12	5p13	5p14	5p15	5p16	5p17	5p18	5p19	5p20
5p21	5p22	5p23	5p24	5p25	5p26	5p27	5p28	5p29	5p30
5p31	5p32	5p33	5p34	5p35	5p36	5p37	5p38	5p39	5p40

The Arts

5a1	5a2	5a3	5a4	5a5	5a6	5a7	5a8	5a9	5a10
5a11	5a12	5a13	5a14	5a15	5a16	5a17	5a18	5a19	5a20
5a21	5a22	5a23	5a24	5a25	5a26	5a27	5a28	5a29	5a30
5a31	5a32	5a33	5a34	5a35	5a36	5a37	5a38	5a39	5a40
5a41	5a42	5a43	5a44	5a45	5a46	5a47	5a48	5a49	5a50
5a51	5a52	5a53	5a54	5a55	5a56	5a57	5a58	5a59	5a60
5a61	5a62	5a63	5a64	5a65	5a66	5a67	5a68	5a69	

Journeys
Language A Unit for Grade 5

Analysis Of Unit Components

9 Subtasks
46 Expectations
39 Resources
64 Strategies & Groupings

-- Unique Expectations --
23 Language Expectations
1 Mathematics Expectations
4 Social Studies Expectations

Resource Types

2 Rubrics
15 Blackline Masters
1 Licensed Software
6 Print Resources
5 Media Resources
5 Websites
4 Material Resources
0 Equipment / Manipulatives
0 Sample Graphics
1 Other Resources
0 Parent / Community
0 Companion Bookmarks

Groupings

7 Students Working As A Whole Class
3 Students Working In Pairs
1 Students Working In Small Groups
5 Students Working Individually

Assessment Recording Devices

3 Anecdotal Record
5 Checklist
1 Rating Scale
1 Rubric

Teaching / Learning Strategies

2 Brainstorming
1 Community Involvement
1 Demonstration
3 Discussion
1 Independent Study
1 Map Making
1 Media Presentation
3 Note-making
1 Oral Explanation
1 Oral Presentation
2 Reflection
2 Research Process
2 Response Journal
1 Retelling
4 Writing Process

Assessment Strategies

3 Classroom Presentation
4 Observation
1 Performance Task
3 Questions And Answers (oral)
1 Response Journal